ΜΝΗΜΟΦΘΟΡΟΠΑΙΚΤΗΣ

THE Brainbreakers Breaker

OR,

The Apologie of *Thomas Grantham*, for his Method in teaching; dwelling in *Lothbury*, *London*.

Herculeâ cecidisse manu rot monstra negamus,
Quot methodo & calamo jam perierunt.

Wee do deny Herculean arme did ere such monsters slay,
As have thy method and strong pen already tain away.

Tho. Wasly, Professor of the Greek, Latin, and French Tongues, in the Citie of London.

Μιμολογε, σχολιε, βαιβιαιε, & γλωσσοφαγε
Τριβολεξ, ἐξ ἱδρωτος ἀεὶ ἀνιᾶν ὁδε

Ingeniosida, tenebrio, fungus, clupifritor,
Impos Granthamo cuncti sit obesse, latro.

Braine-breaker, Lout, Sot, and Bumbeater, you
Cannot hurt *Grantham*, only bark you do.

Ignotus & Eudoxus.

Printed at *London*, 1644.

Encomium D^NI. Granthami,

Ludimagistri *Londinensis* extraordinarii.

Granthamum celebrat Trinobantum Augusta Scholarcham,
Prae methodo facili, Grammaticaque brevi.
Hellada namque docet Latios resonare Camenas,
Nectare dum pueros pascit & Ambrosia.

ALIUD

Ex tripode Apollinis,

per Irenæ.

Granthamo calathis Tamesinæ applaudite Nymphæ,
Auspiciis vestrum promovet ille chorum.

J. S.

The Brainbreakers-Breaker.

WHen I consider the misery that youth groans under, in common Schooles, their pains great, the severity of the Master intolerable, Schooles more like Bridewell then Seminaries of learning, the Master many times whips his Scholars for making false Latin, when hee never taught them clearly and plainly how to make true. What is this but to expect Brick, where no straw is allowed?

When I consider also, the great expence of time, expence of many yeers, and very seldom to any purpose, may bee a little smattering of Latin, and lesse of Greek: After all these considerations, pity to Youth, and indignation against these furious whipsters, conspired in mee, to redeem those tender yeers from this great captivity: Would it not pity any man who had the bowels of compassion, to see those cheeks, may bee such as our Saviour kist, when hee took the little children up in his arms, to see them torn, lugg'd, tugg'd, pull'd, and curb'd by a rude unhallowed hand? He that hath seen this, as I my self have seen a great part, although nature had deny'd him the happinesse of his pen, yet indignation it self would make him write.

In this Treatise you may not only see the cruelty of the Master, but the folly of him. I will undertake to prove by learned Authors & reason, that Free-schooles, & other common Schooles, do make their Scholars spend their prime and choycest time, in that which is to no purpose at all, in that which is so farre from doing good, it doth a great deale of hurt. Let any man read *Aschams*, Tutor to Queen *Elizabeth*, hee shall see how hee condemns this lip-labour, this learning words by word without book, which is the *Disease* of the common Schooles; O how great is this *Disease* of the common Schooles? hee and others shew, it is a heavy and grievous burden, which is imposed meerly out of ignorance, or knavery, commonly one go his journey with a great deale of sorrow and grief, and dis-heartens thousands from being Scholars.

Aschams, in his first book, hath these words: *So as the Grammar Book is the ordinary in the Scholars hand, and also used of him as a Dictionary, for many yeers together, this is a lively and perfect way for teaching of Rules, where the contrary way used in common Schooles, to read the Grammar alone by it self, as a thing for the Master, hard for the Scholar, cold and unsavourable for them both.*

Now you see according to *Aschams*, Grammar must be used as a Dictionary, and hee that knows any thing, knows that a Dictionary, was

[illegible] word without book, therefore not a Grammar; hee tells you in this place that it is tedious to the Scholar, let any man consider, who hath not the patience of an Asse, what a tedious thing it is to have all the Grammar, or most of it, lapt up in his head word by word, and presently to apply every rule word by word, or else up hee goes, if hee were as good as *George a Greene*.

Read *Ascham*, in his second book these are his words; *I remember when I was young in the North, they went to the Grammar Schoole little Children, they came from thence great Lubbars; alwayes learning and little profiting, learning without booke every thing, understanding within book little or nothing; their whole knowledge by learning without the book was tied onely to their tongue and lipi, and never ascended up to the braine and head, and therefore was soone spit out of the mouth againe; They were as men alwayes going, but ever out of the way, and why? for their whole labour or rather great toyle without order was even paine idlenesse without profit; indeed they tooke great paines about learning, but imployed small labour in learning, when by this way, prescribed in this booke, being streight, plaine and easie, the Scholar is alwayes labouring with pleasure, and ever going on forward with profit.*

Heer this Scholar famous all over Christendome, and the glory of his kingdome for Languages, tels you learning without book was vaine idlenesse without profit; hee tels you they took great pains about learning, but imployed small labour in learning.

Erasmus the restorer of the Fathers, Greek and Latin, the greatest writer of his time, incomparable for wit, learning, and eloquence, hath the same words; *Some make it their greatest care to learne the rules word by word without book, which thing saith hee, I allow not of, for it is great paines to no purpose nor profit at all.*

Brinsley, a famous Schoolmaster, in his book called *A Consolation for our Grammar Schooles*, writes of one Mr. *Tovey* a Schoolmaster equall to the best, that teaching *Aschams* way, that is, onely the sense of the rules, brought a Nobleman to a perfection beyond all expectation.

Comenius, a man admired for his quicknesse in teaching the Languages, hath writ sharpely against this dogbolt way. Innumerable are the learned men who have sought to take away the servitude and slavery that youth hath undergone, some Authors I have quoted in my *Animadversions upon Cambdens Greeke Grammar*, made for the use of Westminster Schools, and I have shewed, and will shew more hereafter, that it is a false, obscure, imperfect Grammar, abounding with above twelve grosse errors, besides many little ones, and those who are Schoolmasters of great Schools and make men believe they know much, when alasse it is very little they know, they might blush if they had any shame, to let so

many errors go uncorrected in a Grammar, which is the foundation of a Language? If foundations be false and rotten, what will the building be? I need not spend much time upon this point, because I have represented in a Comedy often acted by my Scholars, the crueltie, folly and nonsence of common Schoolmasters, which I intend to print as soone as I can.

Looke upon Thebans successe in this way, in his first book, her excellencies of Queene Elizabeth: *It is your shame, I speake to you all (you young Gentlemen of England) that one maid should goe beyond you all, the excellency of learning, and knowledge of divine tongues, is the fashion of the best given Gentlemen of this Court, and all they together seek not so much good will, spend not so much time, bestowe not so many houres daily, orderly, & constantly for the increase of learning and knowledge, as doth the Queenes Majesty herself. Yea I beleeve that besides her perfit readinesse in Latin, Italian, French and Spanish, she studieth her now at Windsor more Greeke every day, than some Prelates of the Church have read halfe in a whole weeke. And that which is most praise worthy of all, no rumor nor mutt of her privy Chamber doe barke at her earnestly to apply her book, she understand, speak and write both with ease, with speed, and faire withall, a peece in an two rare wits in both the Universities have not in many yeares reached unto. Among all the benefits that God hath bestowed on this Iland, since the knowledge of Christs true Religion, I count this the greatest, that it pleased God to call me to be one poore Minister in setting forth the excellent gifts of learning in this most excellent Prince.*

Looke upon his successe, in his second book, amongst many others, one *Whitney*, a most accomplished Gentleman, whose are his words, *I gave him a Grammar to peruse into before hand, to observe, to consider, and to note out any great misse in the hardest points of Grammar, that some in seven years in Grammer Schools, yea and some in the Universities too cannot do halfe so well. And this perfection he obtained from Christmas to Midsummer, and then Scholar was also of the Latine tongue, and the rule became.*

Now briefly take some few reasons against this way of tying word by word without book.

All Arts, as Geometry, Arithmetick, Logick, Navigation, men attaine to, and never learne rule word by word without book, and what offence hath Grammar done that it must bee cast into a boy word by word without book?

If learning without book word by word bee necessary for the understanding of a thing, then it is before a boy understands, or after hee understands. Now for a boy to learne without book like a Parrot what he understandeth not, is very laborious and ridiculous, and to learne without book after hee understands, that is to no purpose, for the

derstanding himselfe the sense of the rule, neglects saying word by word without booke, and whips Scholars for that hee cannot do himselfe.

If saying without book word by word bee profitable to the understanding then hee that saith best without book understands best, but this is false; there are many that can say much scripture without booke, but understand not so well as those that can say none.

I have had boyes come from common Schools could say all the Grammar word by word without book, and yet could not make halfe a line of true Latin, and that which is most absurd of all, they teach a boy to make Latin by the Latin rules, when a boy understands not Latin; just as if a man should teach one an Art in French, when he understands not French. Then there are many boyes can say without book to their companions, or by themselves, but the Master strutting with the rod in his hand, and his imperious looke, and threatning, puts a boy cleere out. As for a Master to talke thus to a boy, Sirra I'le smoak you, I'le make your buttocks blush, I'le make you feare me; These words confound a boy, and fright him out of all. If a boy bee to say this rule, *Adjectives that signifie fulnesse, emptinesse, plenty, &c.* if hee misplace a word, although the sense bee the same, presently the Master fels him all along, whereas some Grammars have the first words last, and the last first, the sense being still the same.

Observe Doctor *Webbes* words in his Appeale to Truth; *Now if Grammar should be the best course to languages, and Kings may have their choyce of best courses, I wonder what choice of Grammars was made by Mithridates. And that that makes me wonder more, we that have no businesse but a language, spend all our life and are yet perfect in one, and he that had a kingdomes affaires to look unto, had two and twenty compleat languages.*

Now if a language cannot bee got but by learning word by word without book, then *Mithridates* who had a kingdomes affaires to look to, must learne two and twentie Grammars word by word without book, and to learne a Grammar in this manner will take up five yeares, to bee compleate in a language as he was, will take up at least five yeares more, which reckoned makes up two hundred and twenty yeares: Now *Mithridates* lived not a quarter of the time. Doctor *Webbe* in that learned work quotes above one hundred learned men, who inveigh bitterly against Grammarians; And he undertakes to prove by learned Authors that a language may be learned without a Grammar, which needs no proofe at all to men that have common sense. How many are there can speak French and Latin that never saw a Grammar? many young Gentlemen and Gentlewomen have learned to speake French in halfe a yeare who never knew

Doctor *Webb* names many Noble-men who spake Latin excellent well at five yeares of age, having nothing but Latin spoken to them before.

And I have known as many who have spoke Latin and French admirable well and understood Greeke very well in a twelve moneth, and this is easily done by joyning Doctor *Webbs* way with *Acham's*.

I have boyes that have beene but a yeare at most with me, and in these foure points we will contend with any Schoole in *England*:

First, who understands the Greeke and Latin Grammars best, in Accents and Dialects and all things necessary.

Secondly, who understands a Greeke or Latin Author best.

Thirdly, who can prove a Greeke or Latin verse best.

Fourthly, who can make a Greeke or Latin Oration, or a Greeke and Latin verse best and soonest: And the highest of my Scholars is but thirteene yeares of age, and another in my highest Seat is but Ten.

Some I have, I confesse, cannot doe a quarter so much, which is no fault of mine, for I often tell them, if they be careleſſe and will not minde, and will not learne without cuffing, pulling, lugging, and whipping, they muſt goe to Maſters that delight in this way of teaching, they may be taught in many places very reasonably this way, as for a Noble or seaven ſhillings a quarter, at ſome free Schooles they may have it for nothing. Some Schoolemaſters thinke they pay me home when they ſay I make Scholars unfit for other Schooles; truly I confeſſe it, I teach without any correction, and they teach with great correction, and in this we differ.

Wee teach to understand the Rules firſt, and they teach to learne without booke firſt, In this we differ; Our Scholars understanding the rules and often applying them, the rules come without booke whether they will or no. Then we differ in ſeverity.

Some keepe their Scholars ſo ſtrictly for foure or five houres that they allow them not ſo much as a mouthfull of freſh ayre, not ſo much as to eaſe nature. I have read and heard many Scholars ſpeake againſt this ſeverity; let a boy bee tyed three or foure houres to that game hee likes beſt, and let him be ſoundly cuft and whipt when hee doth not play his game well, you ſhall ſee this boy as weary of his play as his booke, and the reaſon is becauſe of great ſeverity.

Socrates the wiſeſt man of his time, and many who have writ concerning the inſtruction of youth, often ſay, learning muſt be taught with love, and ſome Scholars I have, being thus taught, ſeriouſly proteſte, they had rather come to Schoole then goe about any pleaſure or delight.

What fruits I have here to ſhew in *London*, any man may come and ſee, and what fruits I have ſhewed in other places theſe ſubſcriptions may teſtifie.

A Letter from Master Fowcks, belonging to Sir Jervis Clifton in Nottinghamshire.

Good Sir Grantham,

I Never thought to have been so happy in this world as you have made mee in little *Henry*; you have created him an Infant-Grecian, which is a miracle at *London*, for here they are onely known by their long beards. Sir, your Letter was delivered to Sir *Thomas Fanshaw*, & I see his promise to examine him, but his employment at the Parliament diverted the businesse. I got some others to do it, and hee came off with good applause both to you and himself. I could not have parted with him so soon, but by reason of a journey to the *Bath*, and I durst not trust him in this place of Infancy in my absence. Sir, Mr *Clifford* going to the Christening is not yet this three moneths, which I hope will not be the worse for *Henry* because of his *Dochen* nature, which by that time may bee increased. Good Sir except of a Goose token from him which can bee no other then from your malicious constant Servant,

Ralph Trinckle.

Feb. 8. 1642.

We whose names are here subscribed, do witnesse that *Thomas Grantham*, Curat of *East Retford*, hath a very ready and credible way of professing Scholars in learning, and although wee fully conceive not his method in teaching, yet wee highly commend him in this, that his Scholars are able to give a rule out of the Latin and Greek Grammar for every thing they do.

William Turner, Knight Baronet. *Jo. Barradale, Vicar de East Retford.*

John Lockwood, Vicar de Towe.

E. Johnson, Rector de Ranby.

Benjamin Ashton, Rector de Babworth.

Gabel Bland, Rector de Norton.

Gilbert Thornton, Rector de Sutton.

Tho. Bate, Rector de Gamston.

Thomas Heller, Rector de Bernard,

Rector de Stoa

Rector de Sutton magna

FINIS.